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AUTHOR Troutt, George, Jr.
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ABSTRACT

Presented in the third of four volumes on the Home-Oriented Preschool Education Program are the rating scale responses of a National Panel and Appalachian Panel of Child Development Scholars to five categories of behavioral competencies for normal preschool children. Specific and general comments of panel members are reported for each skill statement. Listed are the 18 members of the National Panel and the 13 members of the Appalachian Panel of Child Development Scholars. Also provided is the parent rating scale of child competencies sent to approximately 950 parents of Appalachian preschoolers. (CL)

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A Competency Base for Curriculum Development in Preschool Education

Volume III
Responses of a National Panel and an Appalachian Panel of Child Development Scholars

EC071724

Marketable Preschool Education Program

Appalachia Educational Laboratory, Inc.
Charleston, West Virginia 25325

A Competency Base For
Curriculum Development
In Preschool Education

Volume III

Responses of a National Panel and an Appalachian Panel of Child Development Scholars

George Troutt, Jr. Ph.D.
Principal Investigator

Marketable Preschool Education Program
Appalachia Educational Laboratory, Inc.
Charleston, West Virginia 25325

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Introduction

The HOPE (Home Oriented Preschool Education) Program is attempting to build an empirical base for its curriculum in the second generation of program development. The second generation developmental work is titled Marketable Preschool Education Program. An investigation was conducted as a systematic search for a master list of competencies, terminal behavior 6 years 0 months, which "normal" American children possess via innateness or acquisition. It was deemed essential that this competency base be established prior to the development of behavioral descriptives.

It should be carefully noted that the investigator was concerned with terminal behavior. The intent of the major investigative question was to answer "can they do it" according to normal growth and development patterns and "do they do it" according to results of program evaluation.

The investigator established a National Panel of Child Development Scholars (see Pages 95-97), and an Appalachian Panel of Child Development Scholars (see Pages 98-99), as a group of reactors to "An Early Childhood Competency Rating Instrument." The reactions to this instrument are recorded on Pages 38-94 in this document.

The responses to "An Early Childhood Competency Rating Instrument" are treated by an analytical comparison procedure. The results of this comparative treatment will be published in the parent document, "A Competency Base for Curriculum Development in Preschool Education." The competencies that remain after analytical treatment, will be those competencies that form the curriculum base. The bridge that took us from the established competencies to those decisions necessary to form the behavioral descriptives, was the reactions of approximately one thousand parents of Appalachian preschoolers to a similar listing of the competencies. The "Parent Rating Scale of Child Competencies" can be found following Page 100.

The final comparative analysis will include comparisons of a National Panel, an Appalachian Panel, and Appalachian Parents. A detailed explanation of procedures, analysis of responses, and findings are included in the parent document mentioned earlier in the introduction.

AN EARLY CHILDHOOD COMPETENCY RATING INSTRUMENT

Instructions to Judges

Would you please rate the following items with relationship to the *criticalness* of each item as a child competency (expected behavior at age 6 years, 0 months). These competencies are to be those that the "normal" *American child* (age 6 years, 0 months) could be expected to possess on the basis of existent empirical knowledge.

Each item is scaled five to one:

5 Strongly supportive empirical evidence as an expected competency

4 Slightly supportive empirical evidence as an expected competency

3 No empirical evidence as expected competency

2 Slightly nonsupportive empirical evidence as an expected competency

1 Strongly nonsupportive empirical evidence as an expected competency

NOTE: *Empirical evidence*: Originating in, or based on observation or experience; capable of being verified or disproved by observation or experiment. (Webster's Seventh New Collegiate Dictionary; second and third definitions.)

Procedures for Rating

1. Rate each example by placing an X anywhere on the line where your reaction is best suited.

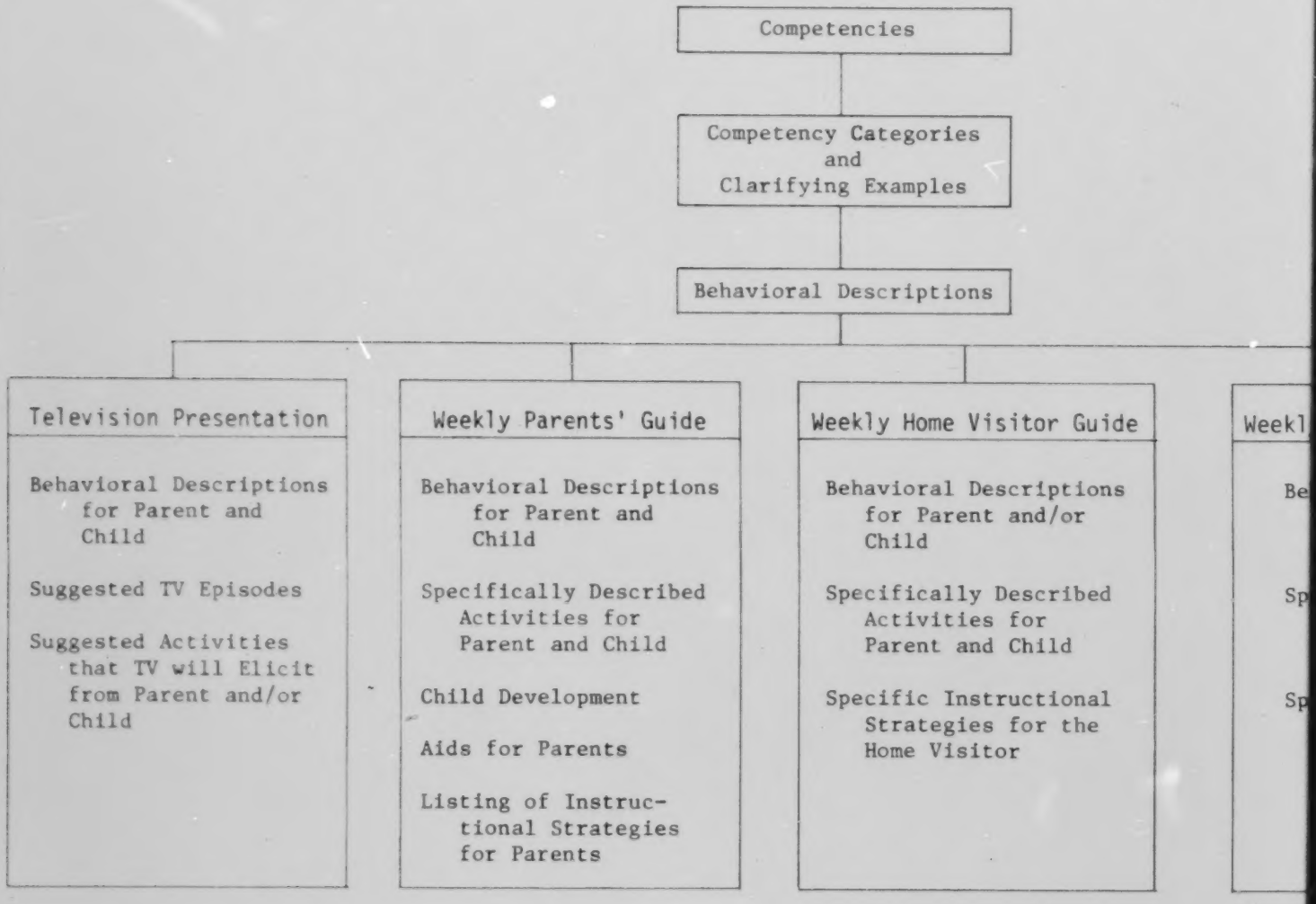
2. When the examples have been rated, place an X anywhere on the line where you feel your reaction to the competency is best suited.

3. When the competencies have been rated, place an X anywhere on the line where you feel your reaction to the category is best suited.

4. If you have any comments about an example, a competency, or a category, space is provided.

Please note that your task is to provide your best scholarly judgment, within the above established framework, about child competencies that will become a set from which behavioral descriptions will be developed. The behavioral descriptions will flow into a developmental design pictorially represented by the attached charts.

H O P E
(Home Oriented Preschool Education)
Integration Model


Competencies
Competency Categories and Clarifying Examples
Behavioral Descriptions
Television Presentation
Behavioral Descriptions for Parent and Child
Suggested TV Episodes
Suggested Activities that TV will Elicit from Parent and/or Child
Weekly Parents' Guide
Behavioral Descriptions for Parent and Child
Specifically Described Activities for Parent and Child
Child Development
Aids for Parents
Listing of Instructional Strategies for Parents
Weekly Home Visitor Guide
Behavioral Descriptions for Parent and/or Child
Specifically Described Activities for Parent and Child
Specific Instructional Strategies for the Home Visitor
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H O P E
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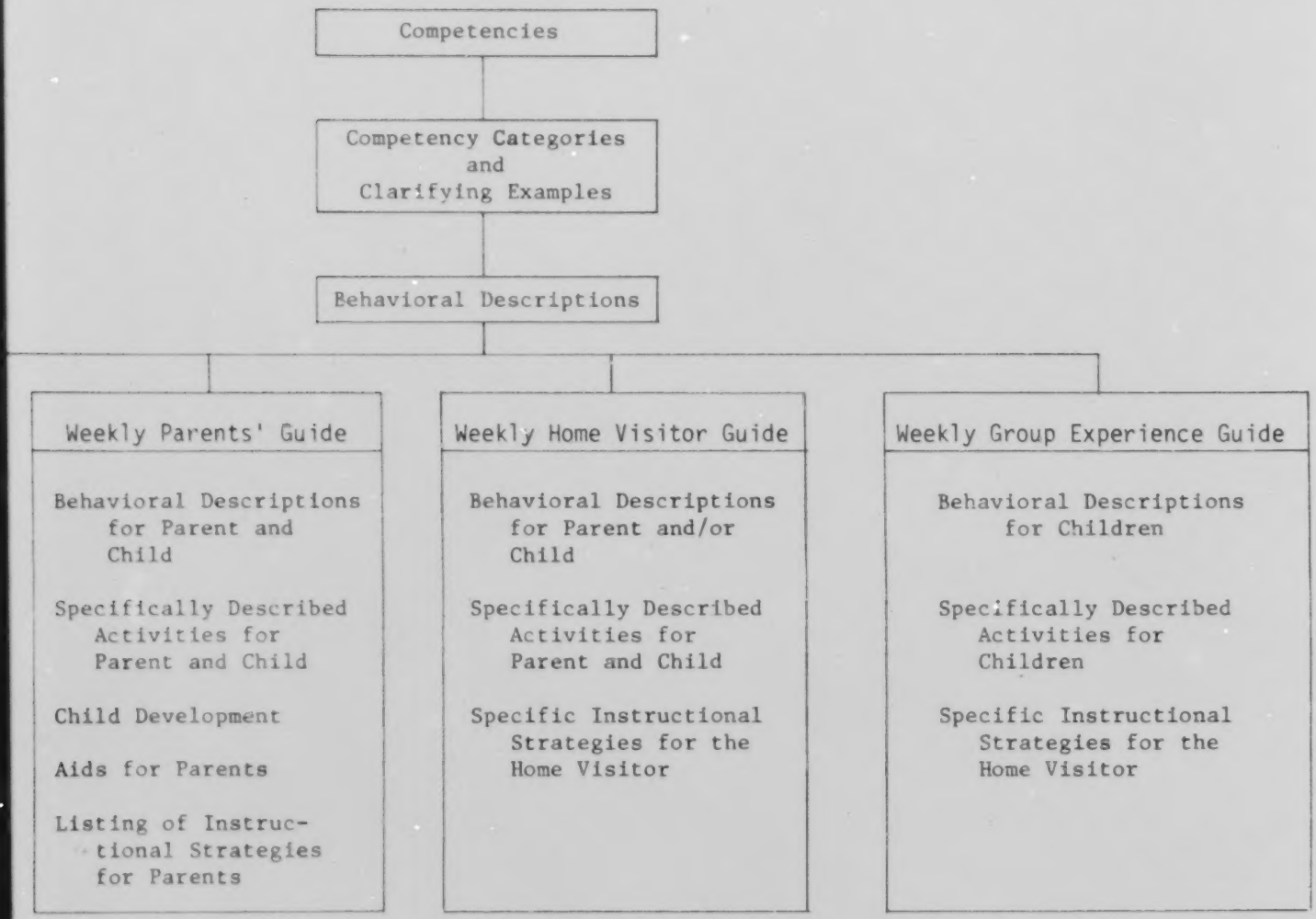
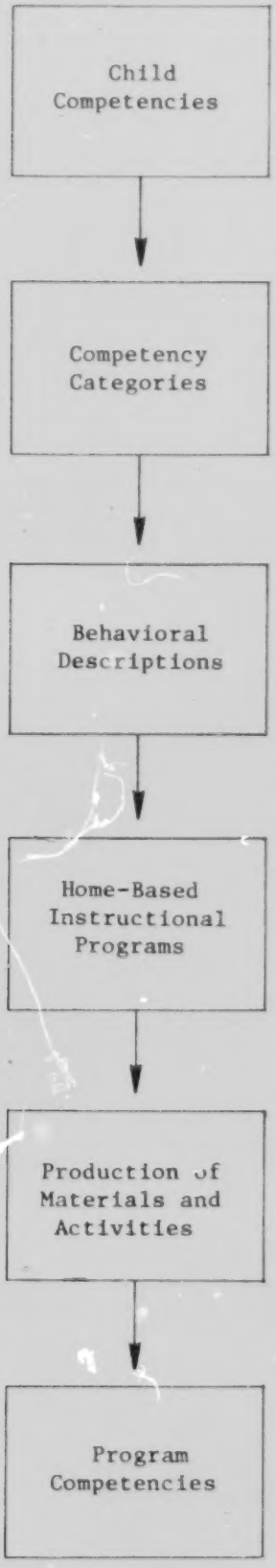

Competencies
Competency Categories and Clarifying Examples
Behavioral Descriptions
Weekly Parents' Guide
Behavioral Descriptions for Parent and Child
Specifically Described Activities for Parent and Child
Child Development
Aids for Parents
Listing of Instructional Strategies for Parents
Weekly Home Visitor Guide
Behavioral Descriptions for Parent and/or Child
Specifically Described Activities for Parent and Child
Specific Instructional Strategies for the Home Visitor
Weekly Group Experience Guide
Behavioral Descriptions for Children
Specifically Described Activities for Children
Specific Instructional Strategies for the Home Visitor

Empirically Referenced Instructional Model



(Expectancies) *Ability To Do*

(Outcomes) *Can Do It*

I. Category: Classification

I. A. Competency: Ability to form concepts

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To recognize similarities or differences of objects and/or events	5	4	3	2	1
2. To understand the nature of the similarities and differences of objects and/or events	5	4	3	2	1
3. To establish and label conceptual groups	5	4	3	2	1
4. To verbalize principles underlying categories	5	4	3	2	1
5. To generalize from one situation to another	5	4	3	2	1
A. Competency: Ability to form concepts	5	4	3	2	1

Comments: _____

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I. B. Competency: Ability to discriminate by sound

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To distinguish characteristics of sound	5	4	3	2	1
2. To identify sources of sound by name and/or distinction	5	4	3	2	1
3. Reproduces simple rhythmical patterns	5	4	3	2	1
4. To analyze oral forms into constituent parts	5	4	3	2	1
5. To identify and distinguish tones	5	4	3	2	1
B. Competency: **Ability to discriminate by sound**	5	4	3	2	1

Comments: _____

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1. C. Competency: Ability to discriminate by sight

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To distinguish size using recognition, matching, and labeling	5	4	3	2	1
2. To distinguish shapes using recognition, matching, and labeling	5	4	3	2	1
3. To distinguish color using recognition, matching, and labeling	5	4	3	2	1
4. To distinguish letters and some simple words	5	4	3	2	1
5. To perceive organized form distinct from its background	5	4	3	2	1
C. Competency: Ability to discriminate by sight	5	4	3	2	1

Comments: _____

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I. D. Competency: Ability to discriminate by touch

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To distinguish temperature	5	4	3	2	1
2. To distinguish shapes	5	4	3	2	1
3. To distinguish functional objects	5	4	3	2	1
4. To identify texture of material as smooth, slippery, etc.	5	4	3	2	1
5. To distinguish hotter and cooler temperatures of surfaces. liquids	5	4	3	2	1
D. Competency: Ability to discriminate by touch	5	4	3	2	1

Comments: _____

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I. E. Competency: Ability to sort

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To recognize similar qualities in different objects	5	4	3	2	1
2. To recognize similar functions and relationships in different objects	5	4	3	2	1
3. To provide descriptions while sorting	5	4	3	2	1
4. To label the group of objects	5	4	3	2	1
E. Competency: Ability to sort	5	4	3	2	1

Comments: _____

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I. F. Competency: Ability to ordinate

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. Arrange objects in sequence according to size, numerousness, and time	5	4	3	2	1
2. To establish one-to-one correspondence with recognition, matching, and labeling	5	4	3	2	1
3. To identify positional relationships	5	4	3	2	1
4. To have elementary notions of inclusion and exclusion	5	4	3	2	1
5. To establish set-numeral relationships	5	4	3	2	1
F. Competency: Ability to ordinate	5	4	3	2	1

Comments: _____

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I. G. Competency: Ability to conserve

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. Separates objects in groups to achieve one-to-one matches	5	4	3	2	1
2. To distinguish quantity under various transformations	5	4	3	2	1
3. To identify larger and smaller pairs of objects	5	4	3	2	1
4. To conserve number	5	4	3	2	1
G. Competency: Ability to conserve	5	4	3	2	1

Comments: _____

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I. H. Competency: Ability to measure

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. To distinguish time (longer and shorter intervals)	5	4	3	2	1
2. To distinguish weight (heavier and lighter)	5	4	3	2	1
3. To distinguish distance (longer and shorter)	5	4	3	2	1
4. To distinguish measurement (units and instrument's functions)	5	4	3	2	1
5. To distinguish value (Money)	5	4	3	2	1
H. Competency: Ability to measure	5	4	3	2	1

Comments: _____

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I. 1. Competency: Ability to denote spatial relationships

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. To distinguish the relative orientation of an object in space	5	4	3	2	1
2. To identify directions of motion of objects--going away, coming towards, ascending, descending, etc.	5	4	3	2	1
3. To establish part/whole relationships	5	4	3	2	1
4. To recognize cross-modal transfer	5	4	3	2	1
5. To recognize physical causality	5	4	3	2	1
6. To establish left/right orientation	5	4	3	2	1
I. Competency: Ability to denote spatial relationships	5	4	3	2	1

Comments: _____

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I. Category: Classification	5	4	3	2	1

II. Category: Communication

II. A. Competency: Ability to recognize the social functions of language

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To realize that language is neither "right" nor "wrong," but rather "appropriate" or "inappropriate" to a given situation	5	4	3	2	1
2. To realize that language has a function other than communication of information, that function being class/character typing	5	4	3	2	1
3. To use language in the service of personal interactions	5	4	3	2	1
A. Competency: Ability to recognize the social functions of language	5	4	3	2	1

Comments: _____

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II. B. Competency: Ability to label

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To realize the importance of labels as a convenience in communicating with others	5	4	3	2	1
2. To realize that most feelings, conducts, and materials can be labeled	5	4	3	2	1
3. Identifies common objects by name, or by an assigned or agreed upon name	5	4	3	2	1
4. To produce labels isomorphic with reality	5	4	3	2	1
B. Competency: Ability to label	5	4	3	2	1

Comments: _____

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II. C. Competency: Ability to explain (essentially a functional concern)

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To recognize the dynamics of the operation to be explained	5	4	3	2	1
2. To detail relationships of functions	5	4	3	2	1
3. To suit the explanation to the audience and situation involved	5	4	3	2	1
4. Gives simple explanations of physical phenomena such as falling, breaking, pushing, etc.	5	4	3	2	1
5. To be able to ask appropriate questions	5	4	3	2	1
C. Competency: Ability to explain (essentially a functional concern)	5	4	3	2	1

Comments: _____

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II. D. Competency: Ability to describe (essentially a pictorial concern)

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To make the description meaningful to another	5	4	3	2	1
2. To remember objects and events	5	4	3	2	1
3. Uses words to communicate descriptions of common objects in terms of their attributes - color, shape, size, texture, etc.	5	4	3	2	1
4. Uses words correctly to compare object features, in terms of color, size, etc.	5	4	3	2	1
D. Competency: Ability to describe (essentially a pictorial concern)	5	4	3	2	1

Comments: _____

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II. E. Competency: Ability to articulate

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To speak audibly	5	4	3	2	1
2. To speak comprehensively	5	4	3	2	1
3. To be willing to speak when appropriate	5	4	3	2	1
4. To monitor unnecessary or inappropriate speech	5	4	3	2	1
5. Pronounce words in oral vocabulary correctly (communicably)	5	4	3	2	1
6. Expresses "mood" by vocal inflections (sadness, anger, secrecy, etc.)	5	4	3	2	1
E. Competency: Ability to articulate	5	4	3	2	1

Comments: _____

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II. F. Competency: Ability to express feelings

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. Identifies common emotional expressions in other persons, e.g., anger, sadness, joy, etc.	5	4	3	2	1
2. Uses common coping reactions to expressions of emotions in others (comforting, distracting, avoidance, approach, etc.)	5	4	3	2	1
3. By statement in lieu of action	5	4	3	2	1
4. To describe alternative feelings through role play or verbalizations	5	4	3	2	1
F. Competency: Ability to express feelings	5	4	3	2	1

Comments: _____

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II. G. Competency: Ability to use non-verbal cues

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To communicate through pantomine	5	4	3	2	1
2. To describe through graphic means	5	4	3	2	1
3. To recognize posture as a means of communication	5	4	3	2	1
4. To make use of common hand and arm gestures	5	4	3	2	1
5. To recognize and use facial gestures as a mode of communication	5	4	3	2	1
G. Competency: Ability to use non-verbal cues	5	4	3	2	1

Comments: _____

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II. Category: Communication 5 4 3 2 1

III. Category: Coordination

III. A. Competency: Ability to construct

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To construct so that relationships between parts and whole are clear	5	4	3	2	1
2. To assess appropriateness of materials for various constructions	5	4	3	2	1
3. To use materials such as pencils, crayons, scissors, paste, mosaics, clay	5	4	3	2	1
4. Constructs structures with materials	5	4	3	2	1
5. Constructs simple geometrical shapes by placing parts together	5	4	3	2	1
A. Competency: Ability to construct	5	4	3	2	1

Comments: _____

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III. B. Competency: Ability to copy

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To develop eye-hand coordination	5	4	3	2	1
2. Copies geometrical shapes and designs	5	4	3	2	1
3. To mimic sounds	5	4	3	2	1
4. To imitate gestures and movements	5	4	3	2	1
5. To comprehend a given design	5	4	3	2	1
B. Competency: Ability to copy	5	4	3	2	1

Comments: _____

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III. C. Competency: Ability to draw

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To conceive and hold mental pictures	5	4	3	2	1
2. To produce recognizable pictures	5	4	3	2	1
3. Draws common geometrical shapes (square, triangle, circle, ellipse, etc.)	5	4	3	2	1
4. To comprehend design	5	4	3	2	1
5. To demonstrate basic principles of design	5	4	3	2	1
C. Competency: Ability to draw	5	4	3	2	1

Comments: _____

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III. D. Competency: Ability to use body to express feelings

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To recognize the effect of physical gestures from others	5	4	3	2	1
2. To communicate various intentions with the body	5	4	3	2	1
3. To demonstrate common physical gestures (threatening, pleading, rejecting, etc.)	5	4	3	2	1
4. Executes simple rhythmical dances	5	4	3	2	1
5. To take the roles of various objects	5	4	3	2	1
D. Competency: Ability to use body to express feelings	5	4	3	2	1

Comments: _____

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III. E. Competency: Ability to control large muscles

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To balance one's self in situations with special constraints (balance beam, walking an incline, using the trampoline)	5	4	3	2	1
2. To move in the ways one wants to	5	4	3	2	1
3. To avoid excessive clumsiness	5	4	3	2	1
4. Makes movements of whole body or of limbs in response to oral directions	5	4	3	2	1
5. To acquire cognitive control of movement	5	4	3	2	1
E. Competency: Ability to control large muscles	5	4	3	2	1

Comments: _____

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III. F. Competency: Ability to control small muscles

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To use many parts of the body simultaneously in coordinate action	5	4	3	2	1
2. To manipulate small objects with hands and fingers	5	4	3	2	1
3. To use simple hand tools such as hammer, screwdriver, wrench, etc.	5	4	3	2	1
4. To understand that one's movements have specific effects which often furnish feedback for further movement	5	4	3	2	1
5. Respond to verbal directions, manipulate small objects and parts by reversing, inserting, opening, etc.	5	4	3	2	1
F. Competency: Ability to control small muscles	5	4	3	2	1

Comments: _____

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III. Category: Coordination 5 4 3 2 1

IV. Category: Habits and Attitudes

IV. A. Competency: Ability to initiate action

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To develop knowledge about means-ends relations	5	4	3	2	1
2. To accept and initiate affective feedback when conditions are not satisfying	5	4	3	2	1
3. To be curious and want to explore the environment	5	4	3	2	1
4. Responds to oral directions, carrying out simple actions of two or three steps	5	4	3	2	1
A. Competency: Ability to initiate action	5	4	3	2	1

Comments: _____

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IV. B. Competency: Ability to plan action

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To make choices based on the dynamics of a given situation	5	4	3	2	1
2. To assess resources	5	4	3	2	1
3. Forecasts end results of action	5	4	3	2	1
4. Plans a set of actions involving two or three separate steps to accomplish a stated goal	5	4	3	2	1
B. Competency: Ability to plan action	5	4	3	2	1

Comments: _____

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IV. C. Competency: Ability to persist in actions

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To control attention span in terms of task requirements	5	4	3	2	1
2. To recognize correlation between time spent and results achieved	5	4	3	2	1
3. To identify interim accomplishments related to more complete goals	5	4	3	2	1
4. To persist in tasks in presence of distractions	5	4	3	2	1
5. To be willing to abandon an unproductive activity	5	4	3	2	1
6. To adapt his cognitive styles to the demands of the situation (e.g., know when risk-taking is a better strategy than caution)	5	4	3	2	1
C. Competency: Ability to persist in actions	5	4	3	2	1

Comments: _____

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IV. D. Competency: Ability to be self-reliant

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To make reasonably accurate estimates of one's abilities in motor and cognitive tasks	5	4	3	2	1
2. To identify discrepancies between one's work and given goals	5	4	3	2	1
3. To know appropriate sources of help (e.g., adults, other children, community services)	5	4	3	2	1
4. To recognize when it is important to seek help	5	4	3	2	1
5. To know how to summon help	5	4	3	2	1
D. Competency: Ability to be self-reliant	5	4	3	2	1

Comments: _____

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IV. E. Competency: Ability to sustain health and safety

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. To realize that it is important to try to prevent illness	5	4	3	2	1
2. To meet common standards for peer group	5	4	3	2	1
3. To identify common symptons of illness; infection, raised temperature, swelling, inflamation, etc.	5	4	3	2	1
4. To follow safety practices in day-to-day activities	5	4	3	2	1
5. To develop sensible eating, sleeping, and dressing habits	5	4	3	2	1
E. Competency: Ability to sustain health and safety	5	4	3	2	1

Comments: _____

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IV. Category: Habits and Attitudes 5 4 3 2 1

V. Category: Social Relationships

V. A. Competency: Ability to assume appropriate social behaviors

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. Works cooperatively toward a common goal by division of labor	5	4	3	2	1
2. Follows directions given by another peer in pursuit of an accepted goal	5	4	3	2	1
3. Makes positive overtures to others	5	4	3	2	1
4. Regulates antisocial behavior in himself through moderation, redirection (not repression)	5	4	3	2	1
5. Recognition of the various roles that adults and children are called upon to play	5	4	3	2	1
A. Competency: Ability to assume appropriate social behaviors	5	4	3	2	1

Comments: _____

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V. B. Competency: Ability to get attention

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. Stimulates co-workers by manifesting a sense of urgency	5	4	3	2	1
2. Obtains information from others by asking questions	5	4	3	2	1
3. Evokes interest in others by playing a role (teacher, physician, etc.)	5	4	3	2	1
4. To get attention when appropriate	5	4	3	2	1
B. Competency: Ability to get attention	5	4	3	2	1

Comments: _____

_____

_____

_____

V. C. Competency: Ability to maintain attention

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. Holds attention of others by effective communication techniques, avoiding threats	5	4	3	2	1
2. To sustain on a task or an event	5	4	3	2	1
3. To convey the intended message	5	4	3	2	1
4. To be direct	5	4	3	2	1
5. To be sincere	5	4	3	2	1
C. Competency: Ability to maintain attention	5	4	3	2	1

Comments: _____

_____

_____

_____

V. D. Competency: Ability to adopt the perspective of another

Examples:	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
1. To role play	5	4	3	2	1
2. To play with and talk to others	5	4	3	2	1
3. To verbalize about another situation	5	4	3	2	1
4. To put oneself in the condition of another	5	4	3	2	1
D. Competency: Ability to adopt the perspective of another	5	4	3	2	1

Comments: _____

_____

_____

_____

V. E. Competency: Ability to respect the individuality of others

	Strongly supportive	Slightly supportive	No evidence	Slightly nonsupportive	Strongly nonsupportive
Examples:					
1. To discriminate without having to judge	5	4	3	2	1
2. To express admiration for others when admiration is appropriate	5	4	3	2	1
3. To choose personal actions toward others independently of physical differences	5	4	3	2	1
4. To reject clearly antisocial behavior in others	5	4	3	2	1
5. To recognize differences within broad racial or social categories	5	4	3	2	1
E. Competency: Ability to respect the individuality of others	5	4	3	2	1

Comments: _____

_____

_____

_____

V. Category: Social Relationships 5 4 3 2 1

RESPONSES

I. Category: Classification

1. A. Competency: Abiiity to form concepts

Examples:

1. To recognize similarities or differences of objects and/or events
2. To understand the nature of the similarities and differences of objects and/or events
3. To establish and label conceptual groups
4. To verbalize principles underlying categories
5. To generalize from one situation to another

National Panel

Specific Comments:

1. Learning concepts derived from the appearance of objects is obviously important. "Understanding their nature" is likely impossible.
2. See comment re. example #2. Not a behavioral statement (*To Understand the nature of*) without examples. #5 might be expected under special conditions, but not generally.
3. I am having difficulty because of the non-specific nature of the examples. For instance on #4 a six year old could do some very elementary verbalizing of principles, e.g., - They're all green - but would have a tough time with more complex categories.

General Comments:

1. I feel uncomfortable about generalizing about the statement above. The five statements are much better than the competency. Obviously, the child can perform some of the tasks involved in concept formation and not others.
2. It is difficult to rate these because of the generality of the examples. Concepts about what? Some kinds of concepts (highly abstract) are beyond 6 yr. olds; others are clearly not.
3. Depends on the level of the abstraction of the concepts.
4. A-1
5. There are great class differences in such abilities. Moreover, we are a long way from knowing how to provide the experiences through which children achieve them.

Specific Comments:

1. *3: Some basic groups (i.e. food, animal, clothing)

2. Term nature = ? Also universal statements are difficult to deal with #2, 3.

3. Examples are inconsistent with the competency. Certainly 6's form concepts--but that is far different from multiple classification, generalization or "the nature of"--

4. #2. Work of Piaget to me demonstrated effort to but difficulty with. More a matter of complexity of objects or events. This seems relevant to whole area of concepts.

5. Suggestions--In #1 - qualify with "gross," #3 - delimit with addition of words "verbally label broad conceptual"

General Comments:

1. Processes are evidenced, depth, abstraction, etc., may vary.

2. Of course, six year olds have the ability to form concepts, however, their means of handling concepts and operating on them (using concrete operations) must be specified. They can recognize similarities, label, verbalize, and generalize, but you must say through what method and to what degree.

3. Examples too broad - perhaps familiar objects - events rather abstract. Labeling, verbalizing and generalizing difficult for children.

4. This is the area in which children in Appalachia appear to have the most difficulty. Of course this probably related to teacher preparation and skill in the area of concept formation.

5. The children I observed did most of these tasks when dealing with their families, with the musical instruments of Appalachia as well as standard games, etc., designed for this purpose.

1. B. Competency: Ability to discriminate by sound

Examples:

1. To distinguish characteristics of sound
2. To identify sources of sound by name and/or distinction
3. Reproduces simple rhythmical patterns
4. To analyze oral forms into constituent parts
5. To identify and distinguish tones

National Panel

Specific Comments:

1. #4 DK=Don't know about empirical evidence. #1 ? = Statement is not precise enough for me to answer. (These symbols are used throughout.)
2. The meaning of such terms as simple is crucial--Also identify.
3. #1 seems to assume labelling (implied), which raises the question of which characteristics must be labelled. #4 almost too abstract to respond to at any level. #5 rating is for "distinguish"--"identify" cannot be rated without further breakdown.
4. I don't know what #4 means.

General Comments:

1. Simple sounds--some musical and some verbal sounds.
2. I don't believe 6 yr. olds *often* have difficulty w/ this competency.

Appalachian Panel

Specific Comments:

1. *5. Not clear *4. technical--example: word syllables?
2. Why mix "identification" and "distinguish" (or perhaps id - recognize) A 6 yr. old can note differences betwn tones but could not "identify" high C, I think.
3. #4 - I believe there is equivocal evidence. Linguistics such are based patterns of oral speech available by 3 or 4.
4. #1 implies labeling - too broad #2 - can if sound is a familiar one from their own environment.
5. #3 - I'm not sure I understand this.

General Comments:

1. Six year olds have great ability to discriminate by sound - , they have almost entirely mastered the comprehension and production of oral language.

2. The evidence I have here is particularly out of watching children with various musical instruments of Appalachia - they were very "sound conscious" about music, both instrumental and singing.

1. C. Competency: Ability to discriminate by sight

Examples:

1. To distinguish size using recognition, matching, and labeling

2. To distinguish shapes using recognition, matching, and labeling

3. To distinguish color using recognition, matching, and labeling

4. To distinguish letters and some simple words

5. To perceive organized form distinct from its background

National Panel

Specific Comments:

1. #4 above - ability to discriminate letters more prevalent than ability to discriminate words.

2. #1 - good behavioral statement.

3. From our work, labeling might not yet have been achieved but presence of labeling would be strongly supportive evidence of competence. Class differences are very great here, especially with respect to encoding and decoding labels.

4. #1 - seems to belong with concept formation.

5. The problem is again in the non-specifically e.g. #1 complex geometric shapes are difficult for an adult to remember. More so a child - sample shapes - no problem.

General Comments:

1. Abstraction level would make a difference, but I am assuming this refers less abstract.

2. I don't believe many 6 yr. olds have difficulty in this area.

Appalachian Panel

Specific Comments:

1. *3. Basic colors and shapes should be specified since even three-year-olds can at least match some colors and shapes.

2. Reference base--simple shapes, primary color,--

3. #1 Absolute - but not relative. #2 If shapes are relevant to culture. #3 - labeling varies a great deal according to training. #4 - rated because of "could" - has to be relevant. #5 - I rated because of figure/ground difficulties.

4. #2 - I have questions about the *labeling* of shapes.

5. Examples cover too much "labeling" should not be included in the #2 & #3 group #5 - perhaps with guidance

6. #5 - I am seeing this in the particular instance of mountain children looking at surroundings and being able to point out a "ridge" "a hill," "a holler"

General Comments:

1. *C. Items for discrimination must be large enough for a six year old to see; otherwise answers would be in another category.

2. Depends on the task

3. This ability is not as well developed as discrimination by sound, but the reason is that our culture has expected less of children early on in this area. Future or current generations who have had two or three year olds of Sesame St. & Electric Company may be more competent in this area.

I. D. Competency: Ability to discriminate by touch

Examples:

1. To distinguish temperature
2. To distinguish shapes
3. To distinguish functional objects
4. To identify texture of material as smooth, slippery, etc.
5. To distinguish hotter and cooler temperatures of surfaces, liquids

National Panel

Specific Comments:

1. These examples (1-3) are too general and vague - e.g. to distinguish hot, and cold; hotter and colder than rather than temperature. Shapes & functional objects should also be translated.
2. On "temperature" by touch do you mean relative or fairly precise? If the former then 1 & 5 overlap. If not, I doubt most could do #1.
3. Re. #1 - #5 a better example. Re. #3 - rating made for "to discriminate *objects* (i.e., into groups) *by function.*"
4. Work on temperature unknown to me.
5. D1 - in what medium?

General Comments:

1. I don't believe many 6 yr. olds have trouble in this area.
2. Clearly, six year olds have touching competencies; their importance to the educational process is not clearly established, though.
3. From work on cicatric perception, it would appear that such examples are evidence of the presence of concepts which motivate and control manual exploration of materials and objects, but.
4. Observations usually include a combination of vision and touch-touch along is more uncertain.

Specific Comments:

1. #2 - Can "feel" major differences - obvious - but labeling weak #3 - only if functional object from his known environment. #4 - may identify as different - but not the detailed labeling.

2. #5 - There is strong support for a child distinguishing degrees of temperature by taste, in terms of liquids.

3. Re. #1 - very limited physiological data of paired comparison type of a developmental sort. #2 - Can when trained. Shapes must be relevant.

4. *2 - again, which shapes?

General Comments:

1. Will depend on the child's familiarity with objects

2. In general, I believe that this sense is under used in our culture. Also, this sense usually combined with sight. I feel that in some ways I over-rated existing evidence.

3. There is great ability in this area, but the appropriate labels may not be in the child's vocabulary.

4. If they are familiar

I. E. Competency: Ability to sort

Examples:

1. To recognize similar qualities in different objects

2. To recognize similar functions and relationships in different objects

3. To provide descriptions while sorting

4. To label the group of objects

National Panel

Specific Comments:

1. "Providing descriptions" is a somewhat ambiguous description. If the child can respond to oral directions, this is probably sufficient.

2. #1 only for simple sensory qualities or functions

3. Functional relationships may be too advanced.

4. A-1

General Comments:

1. So much depends upon the nature of the situation that I am unable to answer in general.

Appalachian Panel

Specific Comments:

1. #2 functions & relationships seem to be two different things - why lump them together?

2. #3 (Most descriptions are in terms of function)

3. #1 - with guidance & familiarity with object, #2 - too broad, #3 & #4 involve labeling

General Comments:

1. *E. With defects familiar to the child -. Answers apply to free response situations - not necessarily predetermined categories.

2. If one arranges the set of items to be sorted properly, a two year old can sort.

3. The whole issue of complexity and familiarity of objects is relevant. I have a student who did an entire Thesis on this.

4. This competency is emerging (as are most in the category).

I. F. Competency: Ability to ordinate

Examples:

1. Arrange objects in sequence according to size, numerousness, and time

2. To establish one-to-one correspondence with recognition, matching, and labeling

3. To identify positional relationships

4. To have elementary notions of inclusion and exclusion

5. To establish set-numeral relationships

National Panel

Specific Comments:

1. time may not fit well - may be more difficult than others.

2. #1 is impossible to rate because ordering on size, numerosity, & time clock in at different times, temporal ordering is particularly difficult.

3. #1 - only for a small series for size, #3 - responded to this as regards use of prepositions - too abstractly stated.

4. #3 of particular significance, but related to Competency I (Spatial)

5. #2 - depends on # of objects involved, #4 - This doesn't communicate anything to me!

6. 5 is not ordination. Neither are 2 and 4. Should perhaps be "ability to apply number concepts"

General Comments:

1. So much depends upon the situation and on the social class that saying what is typical is almost impossible except where norms have been established.

2. A-1

3. I wouldn't expect all of these skills as a matter of course - I have seen 6 year olds do all of the above after special teaching efforts were made.

4. Still beginning level for many.

Specific Comments:

1. I particularly had occasion to observe as children placed time in order as they retraced their bus routes for a wall map.

2. #2 - "labeling" - one step too many

3. #1 - Strongly supportive in terms of *size* but not of numerousness or time. #5 - The rating may be off here, depending upon what is/is not included in the example.

4. Events more likely to be ordered by time than objects. I question labeling.

5. Not sure #5

6. *4. Technical - not clear; does this refer to set theory?

General Comments:

1. Examples too broad

2. Definitely there is evidence that some ordination is occurring. Equivocal. Not with all variables simultaneously.

3. Not sure about this competency.

I. G. Competency: Ability to conserve

Examples:

1. Separates objects in groups to achieve one-to-one matches

2. To distinguish quantity under various transformations

3. To identify larger and smaller pairs of objects

4. To conserve number

National Panel

Specific Comments:

1. (re. #1) when groups are small

2. #4 not understood by me.

3. #2 depends very much on what transformations, #3 evidence varies, although I suspect many could do this by 6-0 if that were deemed important enough.

General Comments:

1. depends on definition of "conserve," but in many situations 6.0 year old does *not*

2. The various conservations don't all emerge at the same time. Six years of age is a transitional point in this general area.

3. Do not know the literature well enough to judge.

4. A-1 - but again I don't believe this ability is lacking in many children.

5. In children from educated middle class families. Again the evidence is clear that some 6 year olds can conserve somewhat but not generally (see Swedslund)

Appalachian Panel

Specific Comments:

1. *3. not clear

2. quantity - conservation develops by degrees - vol. & wt. come later, conserv. of number begins at about this period.

3. Example #1 is contained in Competency F., example #2, where I would suggest leaving it and simply omit Competency G.

4. 4 - To conserve number - The average 6.0 does have the ability. However, we have recently discovered that verbalization in relation to conservation is frequently difficult. We have only recently begun to explore this.

General Comments:

1. In general, six-year-olds could not be expected to conserve, except perhaps number

2. Age here is, of course, a relative factor - not absolute - thus the stated terminal age of 6 as the basic criterion makes the rating hazardous.

3. There is a great deal of research (Elkind & others) which would be helpful here. Whether or not the child is able to conserve depends on where he is in his movement from preoperational thought to the state of concrete operations which occurs about this time.

4. Piagetian literature suggests conservation "in progress"

I. H. Competency: Ability to measure

Examples:

1. To distinguish time (longer and shorter intervals)
2. To distinguish weight (heavier and lighter)
3. To distinguish distance (longer and shorter)
4. To distinguish measurement (units and instruments functions)
5. To distinguish value (money)

National Panel

Specific Comments:

1. #1 gets a "3" because there is little evidence & individual differences are quite notable--but *could be* taught. Re. #2 and #3-But these are not examples of measurement, but rather of discrimination belonging under Competency "C" or "D" #5 the evidence is for superficial knowledge only in this instance.

2. #3 can be used to illustrate a problem with *many* of the examples on these sheets. We would expect a 6 year old to distinguish between the lengths of two sticks (e.g., this one is longer) if they are placed parallel in the same plane; but if the sticks are not placed parallel, the child might not solve the problem.

General Comments:

1. Generalization about ability to measure is impossible. Situation & social class make great differences.

2. I don't know how much of a problem this item is for children.

3. On balance cannot judge the competency as a whole because of my own lack of knowledge.

4. This is very hard. Rudimentary competencies are present, but precise measures on any of these dimensions is not ordinary among six year olds therefore I am unsure as to whether to rate 4 or 2.

Appalachian Panel

Specific Comments:

1. #1, #2, #3 - too general - perhaps some success with concretes - not abstractions, #5 - may refer to something "that cost a hundred dollars" but the real value meaning of what he said he doesn't know.

2. #1 would have slight support if it refers to time intervals in broad ways.

3. Re. #3 - as applied to objects - yes - as applied to space - limited. Re. #5 ambivalent evidence - social - class sig. variable.

4. Value as sub-element of measure?

5. 1. *Very* gross differences in time. 3. dependent upon distance (i.e. if distance distinguishing between one mile and two miles, rating would be #2 or #1) These are relative--for long distance, heavy weights, etc. answers would be #1. For short distances and light weights with much distance between, #2 and 3 would be rated supportive.

General Comments:

1. Again - "level" of competence is the point of order.

2. I think this would depend on degree of difference between items being distinguished, however -

1. 1. Competency: Ability to denote spatial relationships

Examples:

1. To distinguish the relative orientation of an object in space

2. To identify directions of motion of objects--going away, coming towards, ascending, descending, etc.

3. To establish part/whole relationships

4. To recognize cross-modal transfer

5. To recognize physical causality

6. To establish left/right orientation

National Panel

Specific Comments:

1. *5. For immediate familiar phenomena and for malfunction yes, otherwise, no ex. research by Berzonsky.

2. #1 not understood by me. #4 not understood

3. Re. #1 - "position" yes, "orientation" - weak. Re. #3 - Part of space?
Re. #4 - Space? depends on modalities - perhaps for tactile-visual
Re. #5 - Space? #6 only if taught - otherwise no.

4. Causality doesn't emerge with equal accuracy in all areas.

5. There are marked qualitative differences in these items, for instance, 4 and 5 don't seem to fit with the others. Delete 4 and 5 from the list and I could accept an overall of 4 or 5 rating.

6. Some can; Fewer can than cannot

General Comments:

1. Rating of 4 despite other ratings because the examples are poor but the development of spatial relationships is present.

2. Again - There are overly general.

Appalachian Panel

Specific Comments:

1. 3. with what? real objects, two dimensional representations letters and words? 4. technical, not easily understood 5. Not clear

2. Re. #4 - I feel inadequate in the literature here

3. #1 depends on how presented #2 - not in those terms

4. #5 is hard in that children recognize and verbalize what they think cause/effect relationships are - but they may not be real

General Comments:

1. Within "limits" - and rather restrictive limits.

2. My observations of the children in this area are tied to the map work of their classroom and neighborhood - also discussion of what they saw in the mountains - "looking down," "looking up" "looking away from"

I. Category: Classification

National Panel

Comments:

1. Depends on situation or materials & social class of child.

2. If we assume the above competencies all belong under this category. (This comment was regarding rating of 4 or 5 for category.)

3. Apparently you see classification as a broader term than I do. It seems to me that the broader term is to form concepts.

Appalachian Panel

Comments:

1. "Classification is another logical operation that becomes operative during the concrete operational period." (age 7 - 11) - Piaget. Surely the classification skills/abilities are emerging, even from birth, so to include aspects for the six-year-old would not be amiss so long as caution is exercised.

2. Definitely *impt*.

3. This competency varies considerably - degree of difficulty varies - I have used *simple* classification, i.e. single attribute as a base criterion.

II. Category: Communication

II. A. Competency: Ability to recognize the social functions of language

Examples:

1. To realize that language is neither "right" nor "wrong," but rather "appropriate" or "inappropriate" to a given situation

2. To realize that language has a function other than communication of information, that function being class/character typing

3. To use language in the service of personal interactions

National Panel

Specific Comments:

1. #1 a very sophisticated level as stated. #2 - perhaps if this were stated in less conceptual terms, the rating would be as high as a "4."

2. Adults do not even accomplish 1.

General Comments:

1. DK

2. This competency sounds much too advanced to be realistic.

3. (as exemplified above)

4. By far the functional-service aspects of language are more important than the subtle ones at this age.

5. Probably high priority

6. Cannot answer. See comments above you are asking for norms that do not exist. (Comment under #1 was "usually.")

Appalachian Panel

Specific Comments:

1. #2 not clear.

2. Re. #1 - I believe almost *No* evidence - Believe there *could* be evidence.

3. I am unable to rate example #2. The only evidence I have found in the literature or that I have from experience is in terms of adult concepts, not the child's. The item troubles me; personally.

4. #1 - "appropriate" by whose standards? classroom? teacher? home? Appalachian children may come to school lacking in language skills because they have not heard a great deal of talk - what they have heard is "appropriate" in their worlds.

General Comments:

1. A fascinating area and one in which I'd like to see work

II. B. Competency: Ability to label

Examples:

1. To realize the importance of labels as a convenience in communicating with others

(3)* 2. To realize that most feelings, conducts, and materials can be labeled

(4)* 3. Identifies common objects by name, or by an assigned or agreed upon name

(5)* 4. To produce labels isomorphic with reality

**Competency B of Category II was incorrectly numbered on the list sent out for judging. The numbers appearing in the parentheses() indicate the numbering shown when judged.*

National Panel

Specific Comments:

1. Re. #5 - Does anyone? Can anyone do more but have labels for those concepts he has developed? Can one get anything more than collected intersubjectivity?

2. Re. #1 - difficult to get data on this

3. #5 carries qualitative variability. A six year old could deal with most labels but would also be likely to have variations on some

4. #5 I responding assuming this "reality" meant "agreed upon social convention," within the range and limits of the child's experience.

5. 5. has no meaning to me.

General Comments:

1. Probably a high priority

2. Rating of competency independent of examples.

Appalachian Panel

Specific Comments:

1. #5 is marked as it is because I do not understand the content of the statement.

2. Re. #5 - This is fantastic! I'm not sure that I know what it means - Is a label *ever* isomorphic with reality?

3. 5. technical, Could this be more clearly stated?

General Comments:

1. Again this looks like the child is non-verbal - However, it is *his* dialect and *his* labels - not necessarily the standard or supposed common M.C. labels and/or communication

2. "Awareness" of labeling not yet complete - Use is highly developed by "sub-culture"

II. C. Competency: Ability to explain (essentially a functional concern)

Examples:

1. To recognize the dynamics of the operation to be explained

2. To detail relationships of functions

3. To suit the explanation to the audience and situation involved

4. Gives simple explanations of physical phenomena such as falling, breaking, pushing, etc.

5. To be able to ask appropriate questions

National Panel

Specific Comments:

1. Rating of competency based on Example 4.

2. #1 too abstractly stated. #2 ditto

3. Except for 5, these are relatively subtle

General Comments:

1. Piaget's work on egocentrism & Flavell's argue that this competency is beyond normal 6 yr. old.

2. All of the above assume *simple* cases of functional explanations

3. Explanations at this age are likely to border on the anthropomorphic rather than physical causality

4. Probably a very high priority.

5. Suchman's work would indicate such abilities no earlier than age 9 or 10 in children of educated middle class parents.

Appalachian Panel

Specific Comments:

1. The category itself and the first 3 examples are not clear (i.e., "functional concern") #4 explanations are given, not necessarily "correct explanations"

2. #1 - does this mean just to recognize or to express recognition? #3- somehow I think is too sophisticated a task for *any* six year old - it implies a identification with others which children don't make well at this age.

General Comments:

1. Again the examples somewhat belie the competency heading

2. Definitely in state of being developed.

3. The area of egocentrism in young children is involved here.

II. D. Competency: Ability to describe (essentially a pictorial concern)

Examples:

1. To make the description meaningful to another

2. To remember objects and events

3. Uses words to communicate descriptions of common objects in terms of their attributes - color, shape, size, texture, etc.

4. Uses words correctly to compare object features, in terms of color, size, etc.

National Panel

Specific Comments:

1. Re. 3 - Only a few 6 year olds can come near this.

2. Re. 1 - depends of course on what is meant by "meaningful"

General Comments:

1. I wonder if you are not barking up the wrong tree - Should you not be asking teachers about what they take for granted in 6 year olds?

2. Probably a high priority especially if the object described is *not* physically present.

Appalachian Panel

Specific Comments:

(No Specific Comments were indicated by this panel.)

General Comments:

1. Appalachian children come from a heritage of picturesque language. Its use needs to be fostered and built on.

2. With guidance - through questions may get descriptions - accuracy is another matter.

3. Again - a good area in which parents and teachers might work

4. On fundamental or simple scale - not on complex or abstract scale.

5. Why limit to pictures?

II. E. Competency: Ability to articulate

Examples:

1. To speak audibly
2. To speak comprehensively
3. To be willing to speak when appropriate
4. To monitor unnecessary or inappropriate speech
5. Pronounce words in oral vocabulary correctly (communicably)
6. Expresses "Mood" by vocal inflections (sadness, anger, secrecy, etc.)

National Panel

Specific Comments:

1. Re. #4 - Own or others? (cannot rate as stated)

General Comments:

1. Although general speech competence is important, the articulation goals here are relatively advanced and/or not too appropriate.
2. Probably high priority
3. Piaget's work would indicate that such examples are beyond the capacity of 6 year olds, yet some 6 year olds of educated middle-class families can approximate what you describe here but not typical

Appalachian Panel

Specific Comments:

1. 2. too general - no way to evaluate 4. runs into value judgements and conflicts between teacher and child's values. Most of what a child says he feels necessary to say.
2. 2 = relative
3. Re. #3 (great individual differences in this)
4. #6 - voice inflections often give mood or feeling - However, child may not be able to verbalize the mood.
5. Here again "appropriateness" needs better definition - Also Appalachian children have a heritage of expressive language in both music and folklore

6. 5. According to own dialect

General Comments:

1. There is certainly evidence of these abilities - but "polish" is another matter.

2. Besides from speech deficits in individual cases, temporary difficulties due to loss of deciduous teeth, or variations due to extroversion and introversion this skill is present in considerable strength.

3. May articulate well only according to sub-culture.

4. Questions: his dialect or M.C. standards

II. F. Competency: Ability to express feelings

Examples:

1. Identifies common emotional expressions in *other persons*, e.g., anger, sadness, joy, etc.

2. Uses common coping reactions to expressions of emotions in others (comforting, distracting, avoidance, approach, etc.)

3. By statement in lieu of action

4. To describe alternative feelings through role play or verbalizations

National Panel

Specific Comments:

1. Re. #4 - A few can but not typically

2. Re. #4 - Again, within the limits stated for #1. #1 only the most basic emotions by now with any consistency, although always recognizes hedonic tone.

3. Re. #4 - This doesn't seem complete

General Comments:

1. Generalization impossible

2. Who knows?

3. Shouldn't identification of one's own feelings be entered as an example here?

Appalachian Panel

Specific Comments:

1. #1 & #2 - May sense & react - not necessarily verbalize #4 - too broad

2. #1 can sense it - but may not articulate?

3. 4. Word "alternative" not clear. Perhaps not needed in statement

General Comments:

1. Children this age are just learning to use words instead of overt action or action directed at other objects.

2. Competency: better expressing feelings through actions rather than words.

II. G. Competency: Ability to use non-verbal cues

Examples:

1. To communicate through pantomime
2. To describe through graphic means
3. To recognize posture as a means of communication
4. To make use of common hand and arm gestures
5. To recognize and use facial gestures as a mode of communication

National Panel

Specific Comments:

1. #1 - #5 with same limits stated for F-1 above
2. Re. #3 - highly doubtful
3. Re. #2 - Can draw pictures but have little collective significances

General Comments:

1. Ability to use *and* respond to non-verbal cues
2. to communicate to others and to receive information. A mixed competency with both receptive & expressive examples
3. These are interesting, but I am afraid there is no evidence on them.
4. I find any attempt to rate your competencies to call for generalizations that are impossible without a set of norms or a set of teacher beliefs

Appalachian Panel

Specific Comments:

1. *2. There are many types of "graphic means" should be more explicit.
2. Re. #3 and the word recognize - but not label or articulate
3. #1 & #2 - depends on the level of performance desired. Maybe obvious to child but not to an adult or another child.

General Comments:

1. Perhaps because some of these children do not articulate as verbally as others, they have used non-verbal means

II. Category: Communication

National Panel

Comments:

1. This category is too abstract

2. Will not apply generally

3. including the more difficult competencies; including only the basics, rate as "5"

Appalachian Panel

Comments:

1. This category is one in which this child experiences difficulty - not because he can't speak, but because his language is not necessarily M.C. standard language.

2. This section is difficult because it does represent a deficient area for a lot of Appalachian kids. The children I had contact with were in a sort of compensatory program that quite naturally dealt with language. All the children had "language" and "communication" skills, but not of the sort I think this scale refers too.

III. Category: Coordination

III. A. Competency: Ability to construct

Examples:

1. To construct so that relationships between parts and whole are clear
2. To assess appropriateness of materials for various constructions
3. To use materials such as pencils, crayons, scissors, paste, mosaics, clay
4. Constructs structures with materials
5. Constructs simple geometrical shapes by placing parts together

National Panel

Specific Comments:

1. I don't understand 1 but suspect whatever is implied is beyond 6-yr-old.

General Comments:

1. # only for simple objects
2. Maybe
3. Cannot generalize

Appalachian Panel

Specific Comments:

(No Specific Comments were indicated by this panel.)

General Comments:

1. This seems an unusual mix of competencies - #1 & 2 vs. 3, 4, 5. Is the average useful?
2. Depends on the task
3. Depends upon prior experiences of the child. Hard to generalize.
4. Part of the thrust of the curriculum we were using was to use crafts, etc. and have children "construct" in this manner.

III. B. Competency: Ability to copy

Examples:

1. To develop eye-hand coordination
2. Copies geometrical shapes and designs
3. To mimic sounds
4. To imitate gestures and movements
5. To comprehend a given design

National Panel

Specific Comments:

1. Re. #4 Controlled by large muscles - not small. #5 some & some not
2. Re. #1 - Not an example, #5 Not a behavioral example for this competency. #4 - just beginning; many errors present although child tries now to do this.
3. Example 1 not clear to me. Example 5 not clear to me.
4. 5. is unclear but seems to refer to analytic skill far beyond 6-yr.-old

General Comments:

1. Generalization without specifying the situation is impossible and also *dangerous*.
2. Probably within the reach of most children altho a psychologist might have trouble eliciting appropriate responses.
3. Coordination & imitation are the most important elements here.

Appalachian Panel

Specific Comments:

1. #5 - what does "comprehend" mean? how do you know he comprehends? - would reproduce be better?
2. #3 - would depend on the sounds & familiarity.
3. Re. #1 - Not properly stated, Re. #5 - ambivalent
4. Re. #2 - There is a great deal of research on this from the Bender Gestalt test, etc.

5. Again - #1, 2, 3, & 4 are fairly simple - Altho - *good* copies (#2) would be rare. But #5 - *comprehend* is big jump - Influence or average?

General Comments:

1. In general most of these examples require good small muscle development

2. My responses, above, were made in terms of the child's use of objects and body to copy (something other than paper and pencil, per se)

III. C. Competency: Ability to draw

Examples:

1. To conceive and hold mental pictures
2. To produce recognizable pictures
3. Draws common geometrical shapes (square, triangle, circle, ellipse, etc.)
4. To comprehend design
5. To demonstrate basic principles of design

National Panel

Specific Comments:

1. #3 on demand? at random? what?
2. Examples 4 and 5 not understood
3. Re. #4 - Not a behavioral example of this competency. #2 - when coupled with explanation, rates a "4." #5 - if this means "composition" in drawing, then rates a "2" - Otherwise I cannot tell what the behavioral referent is.
4. 4 & 5 depend upon the level being considered. "Good" design is foreign to many adults but kids can learn if taught.

General Comments:

1. Bad goal to pursue at this age; stick to drawing as communication rather than as design or representational skill.
2. This is pretty traditionalistic conceptions of drawing ability.
3. The further you go the more need to specify the.
4. Priority unknown

Appalachian Panel

Specific Comments:

1. 4. not clear, 5. not clear
2. What are basic principles - balance, proportion, etc.? Can make simple representations - but not complex designs w/ understanding.
3. Re. #2 (Recognizable to him & to others if *they* are "tuned in") Re. #5 Not to demonstrate these on command; however, intuitively use these principles.

4. #4 - here again what does "comprehend" mean? and re. #2 - recognizable in whose terms?

General Comments:

1. This really needs working on. Can't *all* six year olds draw? Whether he draws well depends on ones understanding of his level of development. He could be in the scribbling, preschematic, or the schematic stage at 6 years of age--each would produce different pictures.

2. Rewrite form

3. Is the ability to *draw* a vital competency?

III. D. Competency: Ability to use body to express feelings

Examples:

1. To recognize the effect of physical gestures from others
2. To communicate various intentions with the body
3. To demonstrate common physical gestures (threatening, pleading, rejecting, etc.)
4. Executes simple rhythmical dances
5. To take the roles of various objects

National Panel

Specific Comments:

(No Specific Comments were indicated by this panel.)

General Comments:

1. Who knows?
2. Again, these are interesting, but data are lacking concerning their emergence in child development.
3. I am puzzled by the placement of this competency here rather than under "communication."

Appalachian Panel

Specific Comments:

1. Appalachian children can execute highly complicated dances - even 4's and 5's can often clog -
2. #5 - if objects are familiar, yes; if unfamiliar, no.
3. How does #3 differ from #2?

General Comments:

1. I believe there is evidence that children use their bodies. Not sure their illustrations are well-stated.

III. E. Competency: Ability to control large muscles

Examples:

1. To balance one's self in situations with special constraints (balance beam, walking an incline, using the trampoline)

2. To move in the ways one wants to

3. To avoid excessive clumsiness

4. Makes movements of whole body or of limbs in response to oral directions

5. To acquire cognitive control of movement

National Panel

Specific Comments:

1. Not sure of meaning - "cog control" - Brain obv. control - recognition is clear

2. #4 - may not understand directions

General Comments:

1. Acquiring cognitive control of movement is very complicated - it is present only partially at six.

2. Note - here you specify situations

3. Probably within capacity of most 6 yr. olds.

Appalachian Panel

Specific Comments:

(No Specific Comments were indicated by this panel.)

General Comments:

1. Most of these examples would depend upon the individual child - Again, this competency would be dependent upon child's background experiences.

2. Maybe because the children I had contact with were rural and had been out doors a lot, they had very good large muscle control.

III. F. Competency: Ability to control small muscles

Examples:

1. To use many parts of the body simultaneously in coordinate action

2. To manipulate small objects with hands and fingers

3. To use simple hand tools such as hammer, screwdriver, wrench, etc.

4. To understand that one's movements have specific effects which often furnish feedback for further movement

5. To respond to verbal directions, manipulate small objects and parts by reversing, inserting, opening, etc.

National Panel

Specific Comments:

1. Surely no one expects example 4 to be possible for a 6 yr. old.

General Comments:

1. Probably easy for most

2. Generalization in F meaningless

3. Examples are poor, whereas overall the child's ability in this area is far along

Appalachian Panel

Specific Comments:

1. #2 - beginning to do this - how to mark this would depend upon the level of performance you desired. #3 - reflective of background experience. #4 & #5 too broad.

2. #5 - Reversing is less likely to be developed than the other abilities in this example.

3. re 1 & 2 - Young children can use small muscles such as needed to embroider. #4 - probably the "understanding" is vague - a kind of sensing

General Comments:

1. Although I might have furnished other examples that would demonstrate small muscle control, I still think Appalachian children might not have had as much experience in this area. However, they did catch on and do well with some sewing, weaving & basketing work that we did.

2. Still a relative ability - much better than at 3, 4, 5 & will continue to improve with practice.

III. Category: Coordination

National Panel

Comments:

1. *See comment re. inclusion of Competency *D* (The comment that was made by this person was: "I am puzzled by the placement of this competency here rather than under 'Communication'"

2. by itself: meaningless

3. Probably easy for most 6 yr. olds.

Appalachian Panel

Comments:

1. I am not sure that this is best category choice

2. feel this will depend upon the child and his prior experiences. Thus generalizations are difficult.

IV. Category: Habits and Attitudes

IV. A. Competency: Ability to initiate action

Examples:

1. To develop knowledge about means-ends relations
2. To accept and initiate affective feedback when conditions are not satisfying
3. To be curious and want to explore the environment
4. Responds to oral directions, carrying out simple actions of two or three steps

National Panel

Specific Comments:

1. #3 quite variable across individuals, and the particular manifestation of curiosity are also variable.
2. But example 4 is responsive, not initiating

General Comments:

1. A-1
2. I am still having trouble with the qualitative differences. The six does all these things but the level of complexity is low.
3. Of course six-year-olds have ability to initiate some actions but your examples are not well chosen & the situations are not specified. Not a good concept.

Appalachian Panel

Specific Comments:

1. #4 - one step directions - possibly two: - usually the verbalization is confusing to the child.
2. #2 - more evidence for initiating than for accepting!
3. The examples in #1 & 2 appear unrelated to competency listed.

General Comments:

(No General Comments were indicated by this panel.)

IV. B. Competency: Ability to plan action

Examples:

1. To make choices based on the dynamics of a given situation

2. To assess resources

3. Forecasts end results of action

4. Plans a set of actions involving 2 or 3 separate steps to accomplish a stated goal

National Panel

Specific Comments:

1. Re. #1 - What *given* - This is utterly meaningless. Re. #3 - Some and not others. Re. #4 - If highly familiar but not new.

General Comments:

1. Here the issue is whether we are going to assess the child's accomplishment; if so, ratings are as shown. If we ask can he *try* to plan, he can a little.

2. This is very general and almost impossible to rate.

3. A-1

Appalachian Panel

Specific Comments:

1. Example #1 is unclear

2. Re. #2 - I'm not sure that we, as aoults, even do this!

3. #4 - More evidence that the child learns/mimics rather than plans/thinks through steps *before* action.

4. #4 - too many steps

General Comments:

1. Examples in this and other competencies would read more smoothly if written in the same form, i.e., "To make choices-To assess-To forecast-To plan--"

2. You have some interesting research ideas here

3. This competency is just beginning to emerge, not one already mastered.

4. Needs guidance

IV. C. Competency: Ability to persist in actions

Examples:

1. To control attention span in terms of task requirements

2. To recognize correlation between time spent and results achieved

3. To identify interim accomplishments related to more complete goals

4. To persist in tasks in presence of distractions

5. To be willing to abandon an unproductive activity

6. To adapt his cognitive styles to the demands of the situation (e.g., know when risk-taking is a better strategy than caution)

National Panel

Specific Comments:

1. #2 they *can* but usually don't bother

2. #4 - Individual differences, however, seriously undercut generalizations! #5 - The comment for #4 applies here also.

3. No. 6 - I have difficulty understanding this in concrete terms.

4. Re. #6 - Doubt there is *any* empirical evidence on this point.

General Comments:

1. A-1

2. The language in which these alternatives are cast is beyond nearly all 6-year-olds but it indicates processes some show

3. I am inclined to say "4" but with the examples given, this rating could not be sustained.

Appalachian Panel

Specific Comments:

1. #5 - Many factors involved: one being whether child thinks activity unproductive

2. #5 - usually will abandon

3. Styles are a complex & incompletely understood phenomenon.

4. Item #1. If child is interested.

General Comments:

1. Attention span is largely dependent upon whether task was self-initiated.

2. Competency: performance dependent upon task, situation, alternates and child.

3. This was a difficult set for me to rate as there are many variables. The actual "tasks" might cause the ratings to change greatly.

4. Again - fascinating ideas as yet basically untested.

5. See the research of Bruner, McKinney, Kagan, etc. on this.

IV. D. Competency: Ability to be self-reliant

Examples:

1. To make reasonably accurate estimates of one's abilities in motor and cognitive tasks

2. To identify discrepancies between one's work and given goals

3. To know appropriate sources of help (e.g., adults, other children, community services)

4. To recognize when it is important to seek help

5. To know how to summon help

National Panel

Specific Comments:

1. #4 Indiv. diffs. in dependency affect this example heavily.

2. Re. #1 - I know of no evidence. Re. #3 - some do. Re. #4 - but is this self-reliant?

General Comments:

1. A-1

Appalachian Panel

Specific Comments:

1. Re. #3 - (So much here depends on the home teaching)

2. Re. #4 - Evidence, I believe suggests this as a personality rather than developmental characteristic. #5 Degree of self-reliance in literature usually viewed as a personality variable.

3. #3 - not community services as such, #4 & #5 - reflective of background experiences and situation

General Comments:

1. Some children do not learn this well - re-B. White, Harvard

2. Competency - in general reflective of past experiences & situations.

IV. E. Competency: Ability to sustain health and safety

Examples:

1. To realize that it is important to try to prevent illness

2. To meet common standards for peer group

3. To identify common symptoms of illness; infection, raised temperature, swelling, inflamation, etc.

4. To follow safety practices in day-to-day activities

5. To develop sensible eating, sleeping, and dressing habits

National Panel

Specific Comments:

1. Re. #3 - Can say do not feel well but typically say "tired." Re. #4 high achievement oriented, Re. #5 - but great class differences.

2. #1 but can be taught, #2 when they "remember."

3. #2 is different from the others - doesn't seem to fit

4. Re. #3 - how can a 6 year old identify infection?

General Comments:

1. No evidence

2. Family routine patterns are rarely self controlled

3. Didactic information on safety and health is not something most can be learned extensively. Positive attitudes in this area are more to the point.

Appalachian Panel

Specific Comments:

1. Example #5 could be sub-divided

2. 3. Cuts, etc. - yes.

General Comments:

1. This would be "normal" for children in a day-care situation - they do this all the time.

2. Examples generally reflective of the home - and the home training. If parents emphasize this, it will be reflective in child.

3. Although this section is of great importance the child at age six rarely shares the adult's emphasis!

IV. Category: Habits and Attitudes

National Panel

Comments:

1. There are many habits & attitudes where the child demonstrates greater advancement than on these, but given the competencies & examples above, this is a fair estimate of the rating.

2. Means?

Appalachian Panel

Comments:

1. This seems to me to be a most important area to emphasize with parents in terms of *their* habits and attitudes.

2. So much of this is reflective of the home experiences and background. Ex. if parents unaware of nutrition, difficult for child to be.

V. Category: Social Relationships

V. A. Competency: Ability to assume appropriate social behaviors

Examples:

1. Works cooperatively toward a common goal by division of labor

2. Follows directions given by another peer in pursuit of an accepted goal

3. Makes positive overtures to others

4. Regulates antisocial behavior in himself through moderation, redirection (*not* repression)

5. Recognition of the various roles that adults and children are called upon to play

National Panel

Specific Comments:

1. Recognition of roles is difficult to assess - Certainly can recognize some, here as an idea of variables taken by one person - I don't think so.

2. Re. #5 Example suggests too many difficult things. #1 & #2 - indiv. diff. are prominent, however.

General Comments:

1. Probably A-1

Appalachian Panel

Specific Comments:

1. #5. Too general.

General Comments:

1. Needs guidance

V. B. Competency: Ability to get attention

Examples:

1. Stimulates co-workers by manifesting a sense of urgency

2. Obtains information from others by asking questions

3. Evokes interest in others by playing a role (teacher, physician, etc.)

4. To get attention when appropriate

National Panel

Specific Comments:

1. #4 Indiv. diffs. are prominent, however.

2. Re. #4 - do you mean recognizes when interruptions are appropriate?

General Comments:

1. Data on asking questions is inconclusive. Much depends upon the situation.

2. Probably A-1

Appalachian Panel

Specific Comments:

1. A personality variable more than developmental

2. #2 - Information obtained may or may not be correct. #3 - depends upon role. #4 - "attention-getting" need not be just when appropriate.

3. I'm not sure that I understand #1.

General Comments:

(No General Comments were indicated by this panel.)

V. C. Competency: Ability to maintain attention

Examples:

1. Holds attention of others by effective communication techniques, avoiding threats

2. To sustain on a task or an event

3. To convey the intended message

4. To be direct

5. To be sincere

National Panel

Specific Comments:

(No Specific Comments were indicated by this panel.)

General Comments:

1. Probably A-1

2. Your examples seem to me to show a lack of appreciation of 6-year-old competence

3. This is a relatively minor competency.

Appalachian Panel

Specific Comments:

1. 2. If self-initiated

2. #5 needs some qualification with it - what does "sincere" mean and what does it have to do with maintaining attention?

General Comments:

1. Markings are generalizations

2. personality variable

3. Not sure that the "ability to maintain attention" is the competency here; however, items 3 & 5 are impt.

4. Seems confused - Is the child to maintain his attention on something or is he seeking to maintain the attention of others? or are both intended?

V. D. Competency: Ability to adopt the perspective of another

Examples:

1. To role play
2. To play with and talk to others
3. To verbalize about another situation
4. To put oneself in the conditions of another

National Panel

Specific Comments:

1. Competencies 1 and 3 may or may not bear on ability to take another's perspective.
2. #4 what kind of condition? Some of the egocentrism stuff tends to say "no." You could teach some but there is likely a limit.

General Comments:

1. The examples for which I have made a higher rating (e.g., 4 or 5) are not criterial for this competency. Example #4 comes closer to being criterial.
2. Role-taking skills are actually only rudimentary at 6 - Once again, this is a transition point, so that ratings could be #? depending on level of skill referenced in the question.
3. In general, the egocentricity of 6 year olds rules out such behaviors but are exceptions in educated middle-class families.
4. Probably A-1

Appalachian Panel

Specific Comments:

1. I'm not sure how much Nos. 1 - 3 reflect the competency - except at very basic level. One - seems inappropriate here.
2. #1 - their version of the role, #2 - talks "at" others/play depends upon previous experience, #3 - their interpretation.

General Comments:

1. I don't find the examples to be consistent with the competency - e.g., one can role play without adopting the perspective of another person.
2. See the research of John Flavell and others on this

3. Rapidly developing - a high prospect for "teaching" at six

4. I "qualify" the competency "to the extent that the preceiver grasps the perspective of another."

V. E. Competency: Ability to respect the individuality of others

Examples:

1. To discriminate without having to judge

2. To express admiration for others when admiration is appropriate

3. To choose personal actions toward others independently of physical differences

4. To reject clearly antisocial behavior in others

5. To recognize differences within broad racial or social categories

National Panel

Specific Comments:

1. I am bothered by Example No. 5

General Comments:

1. Who knows?

2. Cannot generalize

3. The examples given generally are not criterial for the stated competency. These kids *know about* individuality by 6-0 but do not respect it.

Appalachian Panel

Specific Comments:

1. #2 - admiration may be given when action unappropriate, #2, #3, #5: reflective of many factors - background, experience, etc.

2. #3 - A six-year-old's choice of personal action is modified (therefore not independent of) by a physically handicapped person, for example. #5 - Might we not expect the child to recognize *similarities* also?

General Comments:

1. Not yet conscious. Again - an area in which work might be done.

2. Some of the items are difficult to interpret - and open to many different conclusions, e.g., No. 1.

V. Category: Social Relationships

National Panel

Comments:

1. I ignored D & E in making this rating (for A-C) since I judged D & E to belong *off* the list at this age.

Appalachian Panel

Comments:

1. Almost across the board, the examples are too broad to ever make a choice that would be either strongly supportive or strongly nonsupportive. That is, each competency exists in some degree in most children by age six. If, for example, the simple use of scissors is what you are referring to, then that is quite different from near mastery. I assume you are thinking in terms of near mastery for each item.

2. Age six is a time of dawning peer awareness & social skills. Children vary considerably here.

3. Somewhere in this category, and perhaps in Competency E., it seems some reference to *the child's respect for himself* would be an important inclusion.

4. reflective of home background and child's prior experience.

NATIONAL PANEL

of

CHILD DEVELOPMENT SCHOLARS

Abramovitz, Robert
Assistant Professor
Yale Child Study Center
Yale University
333 Cedar Street
New Haven, Connecticut 06519

*Anderson, Scarvia
Southern Regional Division
Educational Testing Service
17 Executive Park Drive, NE
Atlanta, Georgia 30329

*Bereiter, Carl
Center for Advanced Study in the
Behavioral Sciences
202 Junipero Serra Boulevard
Stanford, California 94305

Brudenel, Gerald
Assistant Professor
Early Childhood Education Program
College of Education
Division of Professional and
Clinical Programs
The Florida State University
Tallahassee, Florida 32306

*Butler, Annie
Professor of Education
Education #326
School of Education
Indiana University
Bloomington, Indiana 47401

*Gagne, Robert
Professor of Educational Research
Center for Education Technology
The Florida State University
415 N. Monroe Street
Tallahassee, Florida 32301

*Gotts, Edward
Professor of Education
School of Education
Indiana University
Bloomington, Indiana 47401

*Hartup, Willard
Director
Institute of Child Development
University of Minnesota
Minneapolis, Minnesota 55455

Hess, Robert
Professor of Education
School of Education
Stanford University
Palo Alto, California 94305

*Hunt, J. McVicker
Professor of Psychology and
Elementary Education
Room 617, Psychology Building
University of Illinois
Champaign-Urbana, Illinois 61801

*Jester, Emile
Associate Professor of Education
Acting Director, Institute of
Human Resources
College of Education
513 Weil Hall
University of Florida
Gainesville, Florida 32601

*Kagan, Jerome
Professor of Developmental Psychology
Room 510
William James Hall
Harvard University
Cambridge, Massachusetts 02138

Katz, Lilian
Professor of Education
Director, ERIC, Early Childhood
Education
805 W. Pennsylvania Avenue
University of Illinois
Champaign-Urbana, Illinois 61801

McCandless, Boyd
Professor of Psychology
Director of Developmental Psychology
Emory University
2469 Greenglade Road, NE
Atlanta, Georgia 30345

*Schoggen, Maxine
Research Associate
John F. Kennedy Center
Research in Education and Human
Development
Peabody College
Nashville, Tennessee 37203

Shipman, Virginia
Educational Testing Service
Princeton, New Jersey 08540

*White, Burton
Lecturer and Senior Research
Associate
Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138

White, Sheldon
Professor of Psychology
Department of Psychology and
Social Relations
Harvard University
Cambridge, Massachusetts 02138

*Respondents to the rating instrument.

APPALACHIAN PANEL

of

CHILD DEVELOPMENT SCHOLARS

*Aderhold, Elizabeth
Assistant Professor of Early Childhood Education
427 F College of Education
University of Georgia
Athens, Georgia 30602

*Berry, Mary
Professor of Education
Box 296
School of Education
Middle Tennessee State University
Murphreesboro, Tennessee 37130

*Brunk, Jason
Director
The Early Childhood Institute
College of Education
Ohio University
Athens, Ohio 45701

*Cagle, Lynn
Assistant Professor of Early Childhood Education
Department of Curriculum and Instruction
Claxton Education Building
University of Tennessee
Knoxville, Tennessee 37916

*Cowles, Milly
Professor of Early Childhood Education
School of Education
University of Alabama
Birmingham, Alabama 35294

*Day, Barbara
Coordinator of Early Childhood Programs
Assistant Professor of Education
School of Education
302 Peabody Hall
University of North Carolina
Chapel Hill, North Carolina 27514

*Deal, Therry
Chairman
Department of Home Economics
Georgia College
Milledgeville, Georgia 31061

*Harper, Mary
Director
Early Childhood Education Continuous Progress Program
Williamsburg County
417 School Street
Kingston, South Carolina 29556

*Hart, Lillian
Assistant Professor of Early Childhood Education
Department of Elementary Education
Memphis State University
Memphis, Tennessee 38152

*Kamara, Barbara
Director
Learning Institute of North Carolina
Child Development Training Center
800 Silver Avenue
Greensboro, North Carolina 27403

Looff, David
Associate Clinical Professor of Child Psychiatry
University of Kentucky
1308 Fincastle Road
Lexington, Kentucky 40502

*Stapleton, Pat
Training Specialist
Center for Leadership Development for Child Care
University of North Carolina
Greensboro, North Carolina 27412

*Wear, Pat
Chairman
Department of Education
Box 2288
Berea College
Berea, Kentucky 40403

*Respondents to the rating instrument.

PARENT RATING SCALE

of

CHILD COMPETENCIES

Site _____ _____ ID # _____ (1-9)

County _____

Home Visitor _____

Parent Rating Scale of Child Competencies

Category 1 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand	
1. Label objects that are the same	1	2	3	4	(11)
EXAMPLE: Cups that are alike.					
2. Label objects that are different.	1	2	3	4	(12)
EXAMPLE: A fork and a spoon.					
3. Beat out a simple rhythm.	1	2	3	4	(13)
EXAMPLE: Beat out a simple rhythm by clapping his hands to the sound of "Jingle Bells."					

	Yes	No	I Am Not Sure	I Don't Understand	
4. Tell you when one note is high or one note is low when he hears someone singing.	1	2	3	4	(14)
5. Tell you from what object a sound is coming. EXAMPLE: A teakettle	1	2	3	4	(15)
6. Tell you the shape of an object (whether it is round, square).	1	2	3	4	(16)
7. Tell you the color of an object (whether it is red, blue, yellow).	1	2	3	4	(17)
8. Read some or all the letters in the alphabet.	1	2	3	4	(18)
9. Close his eyes and tell you what he touches - ice is cold, cotton is soft, a ball is round, a block is square.	1	2	3	4	(19)
10. Close his eyes and tell you, by touching, that the hard, cold, smooth object is an ice cube.	1	2	3	4	(20)
11. Close his eyes and tell you, by touching, that the soft, fluffy object is cotton.	1	2	3	4	(21)
12. Pick out objects that are the same. EXAMPLE: In a pile of toys he picks out the red cars.	1	2	3	4	(22)
13. Tell you why he picks out certain objects to go in certain piles. EXAMPLE: Why he put all the red cars in a pile.	1	2	3	4	(23)
14. Put a label (name) on each pile of objects. EXAMPLE: All the dolls in this pile are old. All the dolls in this pile are new.	1	2	3	4	(24)

		Yes	No	I Am Not Sure	I Don't Understand	
15.	Stack objects according to their size. EXAMPLE: The big car goes on the bottom of the stack, the medium size car in the middle, and the little car on top.	1	2	3	4	(25)
16.	Identify positional relationships. EXAMPLE: Point out the first person in line, the second person, and the last.	1	2	3	4	(26)
17.	Match one object with another. EXAMPLE: For each cereal bowl on the table there needs to be a spoon.	1	2	3	4	(27)
18.	Separate objects into groups. EXAMPLE: From a pile of knives, forks, and spoons, put one fork, one knife, and one spoon at the table setting.	1	2	3	4	(28)
19.	Tell you if one pair of things is larger or smaller than another pair. EXAMPLE: A pair of daddy's shoes is larger than a pair of baby's shoes.	1	2	3	4	(29)
20.	Tell you when one thing is longer or shorter than another.	1	2	3	4	(30)
21.	Tell you when one thing is heavier or lighter than another.	1	2	3	4	(31)
22.	Tell you if something is coming toward him or going away from him.	1	2	3	4	(32)
23.	Tell you if one thing is a part of another. EXAMPLE: A wheel is a part of a car.	1	2	3	4	(33)
24.	Tell you when one things causes another to happen. EXAMPLE: The icy road caused the car to skid.	1	2	3	4	(34)
25.	Tell you his left hand from his right hand.	1	2	3	4	(35)

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Parent Rating Scale of Child Competencies

Category 2 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand	
1. Talk to people other than members of his family.	1	2	3	4	(11)
2. Recognize the importance of labels (terms).	1	2	3	4	(12)

EXAMPLE: The word "kid" means a small child or it can mean a small goat.

		Yes	No	I Am Not Sure	I Don't Understand	
3.	Be able to give a group of things a name. EXAMPLE: All brands of automobiles whether Ford, Dodge, Chevrolet, are all called cars.	1	2	3	4	(13)
4.	Tell how something works.	1	2	3	4	(14)
5.	Know when he is being understood.	1	2	3	4	(15)
6.	Tell about things that fall, break, fly, etc.	1	2	3	4	(16)
7.	Ask questions that have a purpose or reason.	1	2	3	4	(17)
8.	Remember certain objects or events. EXAMPLE: He used to have a stuffed bear and he remembers it.	1	2	3	4	(18)
9.	Describe something by telling you its color, shape, texture, and size.	1	2	3	4	(19)
10.	Speak so you can hear him.	1	2	3	4	(20)
11.	Speak when appropriate. EXAMPLE: Should he/she know not to butt-in when his parents are talking.	1	2	3	4	(21)
12.	Pronounce words correctly.	1	2	3	4	(22)
13.	Express moods by tone of voice. EXAMPLE: Anger, sadness, pleasure	1	2	3	4	(23)
14.	Know common emotional expressions of others. EXAMPLE: I love you. I hate you.	1	2	3	4	(24)
15.	React to others, positively. EXAMPLE: Comfort a crying sister or brother or avoid a pestering brother or sister.	1	2	3	4	(25)

		Yes	No	I Am Not Sure	I Don't Understand	
16.	Pretend through role play that he/she is angry when he/she is not.	1	2	3	4	(26)
17.	Act out feelings without speaking. EXAMPLE: Nodding head, shrugging shoulders, frowning	1	2	3	4	(27)
18.	Describe something by drawing it.	1	2	3	4	(28)
19.	Use arms and hands to say something.	1	2	3	4	(29)
20.	Use facial gestures to say something. EXAMPLE: By smiling, winking, sticking out his tongue.	1	2	3	4	(30)

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Parent Rating Scale of Child Competencies

Category 3 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand	
1. Put parts together to make a whole.	1	2	3	4	(11)
EXAMPLE: A puzzle					
2. Decide what materials are needed to construct or make an object.	1	2	3	4	(12)
EXAMPLE: He might need a spoon, dirt, and water to make a mud pie.					

		Yes	No	I Am Not Sure	I Don't Understand	
3.	Use pencils, crayons, scissors, and paste.	1	2	3	4	(13)
4.	Make things from various materials. EXAMPLE: Make puppets by using scissors, paste, popsicle sticks, and paper circles.	1	2	3	4	(14)
5.	Use eye and hand coordination. EXAMPLE: Trace a picture, copy shapes, and designs on piece of paper.	1	2	3	4	(15)
6.	Imitate things he sees or hears. EXAMPLE: The sound of a fire engine siren or the way a bird flies.	1	2	3	4	(16)
7.	Draw squares, triangles, circles.	1	2	3	4	(17)
8.	Understand and label designs. EXAMPLE: Be able to tell whether wallpaper is polka dotted, striped, or flowered.	1	2	3	4	(18)
9.	Understand the intent of gestures from others. EXAMPLE: A nod of the head means yes.	1	2	3	4	(19)
10.	Tell about something by using his body. EXAMPLE: Hopping like a rabbit.	1	2	3	4	(20)
11.	Use physical gestures to express his feelings. EXAMPLE: Blowing a kiss.	1	2	3	4	(21)
12.	Imitate the way an object works. EXAMPLE: Play like he is a coffee pot.	1	2	3	4	(22)

		Yes	No	I Am Not Sure	I Don't Understand	
13.	Move to the sound of music.	1	2	3	4	(23)
14.	Balance himself, while walking up a hill, or jumping a rope.	1	2	3	4	(24)
15.	Move in the direction he wants to.	1	2	3	4	(25)
16.	Avoid being clumsy.	1	2	3	4	(26)
17.	Move body parts when directed. EXAMPLE: If he is asked to raise his right hand, can he do it?	1	2	3	4	(27)
18.	Coordinate many parts of his body. EXAMPLE: Raise his right arm and right leg at the same time.	1	2	3	4	(28)
19.	To manipulate small objects with hands and fingers. EXAMPLE: To dress a small doll or put a model plane together.	1	2	3	4	(29)
20.	Use a hammer, screwdriver, or a wrench.	1	2	3	4	(30)
21.	Respond to spoken directions. EXAMPLE: "John, pick up your clothes."	1	2	3	4	(31)
22.	Move parts of objects in and out of their place. EXAMPLE: Remove a battery from a flashlight and put it back again.	1	2	3	4	(32)

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Parent Rating Scale of Child Competencies

Category 4 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand	
1. Recognize the means that are necessary to reach an [illegible] EXAMPLE: Winding a watch keeps it running.	1	2	3	4	(11)
2. Initiate action when conditions are not satisfying. EXAMPLE: I'm cold, I'm thirsty. My feet are wet.	1	2	3	4	(12)

		Yes	No	I Am Not Sure	I Don't Understand	
3.	Demonstrate curiosity. EXAMPLE: Ask questions about things that are new to him.	1	2	3	4	(13)
4.	Wants to explore his environment. EXAMPLE: Wants to know about the things around him--what makes trees grow, what causes wind.	1	2	3	4	(14)
5.	Responds in order to several spoken directions. EXAMPLE: Brush your teeth, comb your hair, and wash your face.	1	2	3	4	(15)
6.	Make choices and tell why the choice was made. EXAMPLE: Chooses a peanut butter sandwich instead of cheese because he does not like cheese.	1	2	3	4	(16)
7.	Determine what is needed to make something. EXAMPLE: To make chocolate milk he/she knows that milk, chocolate, and a glass are needed.	1	2	3	4	(17)
8.	Know results of his actions. EXAMPLE: If he/she builds something of wood it will last longer than something built of paper.	1	2	3	4	(18)
9.	Control his attention span. EXAMPLE: He listens to spoken directions from beginning to end.	1	2	3	4	(19)
10.	Knows that in order to achieve certain results time must be spent. EXAMPLE: Knows that it takes time to fry chicken in order to eat it.	1	2	3	4	(20)

		Yes	No	I Am Not Sure	I Don't Understand	
11.	Persists in tasks when distractions are present. EXAMPLE: Completes a puzzle even though his brother is pestering him.	1	2	3	4	(21)
12.	Know where to get help if needed.	1	2	3	4	(22)
13.	Know when to get help if needed.	1	2	3	4	(23)
14.	Know how to get help if needed.	1	2	3	4	(24)
15.	Know it is important to prevent illness. EXAMPLE: Knows to wear a coat during the winter.	1	2	3	4	(25)
16.	Know common symptoms of illness, infection, fever.	1	2	3	4	(26)
17.	Follow safety practices. EXAMPLE: Look both ways before crossing the street.	1	2	3	4	(27)
18.	Have sensible eating, sleeping, and dressing habits.	1	2	3	4	(28)

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Parent Rating Scale of Child Competencies

Category 5 (10)

Directions: After you read each statement, please circle the appropriate number. Number 1 means yes, number 2 means no, number 3 means I am not sure, and number 4 means I don't understand. You are to read the question BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO before each statement.

Sample Questions:

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand
Sample 1: Walk	(1)	2	3	4
Sample 2: Fly an airplane	1	(2)	3	4

BY THE TIME YOUR CHILD ENTERS THE FIRST GRADE SHOULD HE/SHE BE ABLE TO:

	Yes	No	I Am Not Sure	I Don't Understand	
1. Work with someone toward a common goal. EXAMPLE: Work with a brother or sister to get something done.	1	2	3	4	(11)
2. Follow directions given by a brother or sister.	1	2	3	4	(12)
3. Get along with most of his friends.	1	2	3	4	(13)

		Yes	No	I Am Not Sure	I Don't Understand	
4.	Regulate the anti-social behavior in himself. EXAMPLE: Controls his temper when he is angry.	1	2	3	4	(14)
5.	Know how to gain others attention.	1	2	3	4	(15)
6.	Seek information from others outside the family.	1	2	3	4	(16)
7.	Hold the attention of others when he is talking to them.	1	2	3	4	(17)
8.	Get across what he is trying to say.	1	2	3	4	(18)
9.	Play with others.	1	2	3	4	(19)
10.	Talk with others.	1	2	3	4	(20)
11.	Talk about something he has seen or done.	1	2	3	4	(21)
12.	Put himself in another person's place. EXAMPLE: He understands how it feels to be teased.	1	2	3	4	(22)
13.	Express admiration for others.	1	2	3	4	(23)
14.	Overlook physical handicaps of others. EXAMPLE: A child with one arm.	1	2	3	4	(24)
15.	Recognize racial or social differences. EXAMPLE: Indian, Chinese, Black, White, poor people, rich people.	1	2	3	4	(25)